

Lockport City School District  
ELA Grade 5  
Unit 1  
Aligned to the Common Core 2011-2012

**Unit 1 Title:** Location, Location, Location

**Rationale:** Students who are college and career ready value evidence, build a strong knowledge base related to social studies content, comprehend and evaluate, and use technology strategically to research, organize, and write informative text to convey ideas and information clearly.

**Duration:** 10 weeks

**PHASE ONE: DESIRED RESULTS**

**GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:**

**\*Note:** highlighted standards are formally assessed within this unit.

**Reading for Literature**

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1)
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2)
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10)
- Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, or cultural perspectives, eras, personal events, and situations. (RL.5.11 a-b)
  - Self-select text to develop personal preferences regarding favorite authors.
  - Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.

### Reading for Information

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (RI.5.4)
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently. (RI.5.7)
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10)

### Reading Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.5.3a)
  - Use combined knowledge of all letter – sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Read with sufficient accuracy and fluency to support comprehension. (RF.5.4a-c)
  - Read grade level text with purpose and understanding
  - Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary

### Writing

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2a-e)

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.(W.5.7)
- Draw evidence from literary or informational texts to support analysis, reflection, and research.(W.5.9)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences (W.5.10)

### Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1 c, d)
  - Use verb tense to convey various times, sequences, states, and conditions.
  - Recognize and correct inappropriate shifts in verb tense.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2 a-e)
  - Use punctuation to separate items in a series.
  - Use a comma to separate an introductory element from the rest of the sentence.
  - Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a

tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. (L.5.4 a-c)
  - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*) (L.5.6)

### Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. (SL.5.1 a-d, f)
  - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
  - Use their experience and their knowledge of language logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4)
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or

**themes.(SL.5.5)****ESSENTIAL QUESTIONS:**

- What causes adaptations?
- Why do people try to change themselves?
- How does the past influence the present and future?
- Should you forfeit your individuality to conform to your surroundings?
- What do you suppose will happen if you decide to embrace change or ignore it?

**BY THE END OF THIS UNIT,  
STUDENTS WILL KNOW:**  
(What do I need to teach?)

- **Strategies for determining the following when reading informational text:** how to use evidence to support what is said explicitly and what is inferred, how to quote information effectively, how to identify main ideas and key details, how to use multiple sources of information to learn something new, how to compare and contrast, how to use domain-specific words to better understand content, how to determine theme, recognize point of view, compare/contrast similar themes/topics, make connections, self-select text, and determine author's purpose, how to identify the relationship between concepts/ideas
- **From narrative text read:** how to determine theme, recognize point of view, compare/contrast similar themes/topics, make connections, self-select text, and determine author's purpose, how to determine overall structure
- **Strategies for writing informative/explanatory text.**
- **Strategies for selecting appropriate research and publication tools online.**

**BY THE END OF THIS UNIT,  
STUDENTS WILL BE ABLE TO:**  
(What do I need to model, coach the development of, and ask students to perform/do?)

- **From informational text read:** Quote accurately, Draw inferences, Identify main idea and key details, Use multiple sources, Compare and contrast, Cite evidence, Domain-specific words, Make connections, Self-select text, Determine author's purpose, Explain relationships
- **From narrative text read:** Determine theme, Recognize point of view, Compare/contrast similar themes/topics, Make connections, Self-select text, Determine author's purpose, Determine text structure
- **Write informative/explanatory text to:** convey ideas clearly, support points/ideas with evidence, use domain-specific words
- **Use internet to research and publish writing.**
- **Apply conventions of Standard English, including punctuation, sentence**

<ul style="list-style-type: none"><li>• <b>Strategies for applying and improving use of conventions:</b></li><li>• <b>Strategies for demonstrating speaking, listening, and collaborative learning skills:</b> how to communicate different perspectives and express ideas, how to include multimedia texts to support points, how to engage in collaborative discussions, how to report on a relevant theme</li></ul>	<p><b>structure, grammar, and spelling.</b></p> <ul style="list-style-type: none"><li>• <b>Demonstrate speaking, listening, and collaborative learning skills:</b> Communicate different perspectives, Express ideas, Include multimedia, Collaborative discussions, Report relevant theme</li></ul>
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## PHASE TWO: ASSESSMENT EVIDENCE

### Which Common Core Standard(s) for Literacy are formally assessed within this unit?

RI.5.1, RI.5.2, RI.5.3, RI.5.7, RI.5.10, W.5.2 a-e, W.5.4, W.5.5, W.5.7, W.5.9, W.5.10, SL.5.5

Pre-Assessment Task:

#### Unit 1 Culminating Task

Formative Assessment Process:

What will the students do or produce to demonstrate their understanding and abilities?

- How will the teacher support performance on this task?
- How will the teacher formatively assess student work and provide feedback?

Students will.....

- Engage in the investigation of various pieces of expository text that present readers with circumstances that require people to describe the selected region in terms of the five themes of geography. They will use their note-sheets to capture main ideas and details. Quote accurately from the text while doing so. (RI.5.10) (W.5.7)(RI.5.1)
- Compare and contrast two regions of the United States using the five themes of geography (location, place, human-environment interaction, movement, and region) using multiple sources. Capture this on their note-sheets. (RI.5.3)
- Analyze the information gathered from both regions and student will self-select region of choice to write informational essay. (RI.5.3)
- Define the five themes of geography for the selected region. Capture this on their note sheets. (RI.5.2)

Teacher will.....

- Provide access to various print and digital resources relevant to regions of the United States.
- Demonstrate how to quote accurately from text.
- Provide time for writers to complete the timed writing task, independently. *Do not provide any support.* Collect.
- Capture findings/data from timed writing task, using the approved rubric.
- Use these findings to inform instruction, revise curricula, and coach individual writers.
- Provide writers criteria-specific feedback on timed writing task. Require revision.
- Coach writers to complete an informational essay, using what was learned from research.
- Support them as they engage in self-assessment and peer review.
- Require them to revise.
- Help writers evaluate and select

<ul style="list-style-type: none"> <li>Engage in prewriting and then compose a written draft detailing the five themes of geography for the selected region. (W.5.2 a-e) (W.5.4)</li> <li>Use a <u>criteria-specific rubric</u> to self-assess. (W.5.5) (W.5.10)</li> <li>Revise draft in response to teacher feedback. (W.5.5) (W.5.10) (W.5.2a-e) (W.5.4)</li> <li>Use summary to draft a complete <u>informational essay</u>. (W.5.2a-e) (W.5.9b)</li> <li>Use a <u>criteria-specific rubric</u> to self-assess. (W.5.5) (W.5.10)</li> <li>Engage in peer review, capture reflections from peer review on their <u>note sheets</u>. Revise draft in response to feedback from teacher and peers, and self-assessment. (W.5.5) (W.5.10) (W.5.2a-e) (W.5.4)</li> <li>Explore and evaluate various multimedia outlets for their work and select one that is appropriate to their purpose, task, and audience. (RI.5.7)</li> <li>Respond to feedback provided by teacher as they revise their informational essay and use their selected multimedia tool to prepare for publication. This <u>final product</u> will be submitted to the teacher for a grade. (W.5.5) (W.5.10)</li> <li>They will publish their <u>informational essays and attempt to persuade</u> an audience that will benefit from it beyond the teacher or class, using an</li> </ul>	<p>appropriate multimedia tools for the publication of their pieces.</p> <ul style="list-style-type: none"> <li>Connect writers to their intended audiences and support them as they share their informational essay as well as information that might persuade an audience.</li> </ul>
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appropriate multimedia outlet. (SL.5.5)

**Timed Writing Task:** (To Be Given During the Same Week in Each Classroom Within the District) Students will read two texts and compose a summary of each. This will be submitted to the teacher for pre-assessment purposes, in addition to the data captured from the draft of the project and note-sheet.

### PHASE THREE: WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE LITERACY BLOCK

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
<b>GUIDED READING</b>	Targeted comprehension, fluency, listening and speaking and/or language skills.	Textbook leveled readers/Discussion questions  RUBRICS CHECKLISTS ANNOTATED RECORDS
<b>Shared Reading and Audio Versions of Text</b>	<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Supporting details</li> <li>• Drawing inferences</li> <li>• Compare and contrast</li> <li>• Active listening</li> <li>• Participation in discussion</li> <li>• Determining central theme</li> <li>• Investigating different cultural perspectives</li> <li>• Peer collaboration</li> <li>• Making text-to-text connections</li> <li>• Making text-to-self connections</li> <li>• Ask questions to improve comprehension</li> <li>• Predict &amp; evaluate outcomes</li> </ul>	Self-selected text Series main selections: <ul style="list-style-type: none"> <li>• Satchel Paige (1.4)</li> <li>• Shutting Out the Sky (1.5)</li> <li>• Leonardo's Horse (3.2)</li> <li>• Weslandia (4.1)</li> <li>• Stormi Giovanni Club (4.4)</li> </ul> <b>*Selection Test*</b>  Leveled readers  RUBRICS CHECKLISTS

	<ul style="list-style-type: none"> <li>Analyzing decisions</li> </ul>	ANNOTATED RECORDS
	<ul style="list-style-type: none"> <li>Main Idea</li> <li>Supporting details</li> <li>Drawing inferences</li> <li>Compare and contrast</li> <li>Actively listening for fluency and expression</li> <li>Participation in discussion</li> <li>Investigating different cultural perspectives</li> <li>Making text-to-text connections</li> <li>Making text-to-self connections</li> <li>Ask questions to improve comprehension</li> <li>Predict &amp; evaluate outcomes</li> <li>Analyzing decisions</li> <li>Recall information</li> <li>Staying on task</li> <li>Use of variety of genres</li> </ul>	<p>Suggested Texts:</p> <p><u>Chapter Books:</u>  <i>Holes</i> by Louis Sachar  <i>A View from Saturday</i> by E.L Konigsburg  <i>Maniac Magee</i> by Jerry Spinelli  <i>My Brother Sam is Dead</i> by Christopher Collier  <i>Johnny Tremain</i> by Esther Forbes  * Or other appropriate text</p> <p><u>Picture Books:</u>  <i>Scrambled States of America</i> by Laurie Keller</p> <p>* Or other appropriate text</p> <p>RUBRICS  CHECKLISTS  ANNOTATED RECORDS</p>